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ABSTRACT

This booklet provides concise information about the schools, colleges, and other educational programs and activities of the Bureau of Indian Affairs (BIA), Office of Indian Education Programs (OIEP). During the 2000-2001 school year, OIEP directly served about 49,000 Native students in 185 K-12 schools operated by the BIA or by tribes with BIA funding, and indirectly served over 400,000 students through various educational programs. The BIA funded 26 tribally controlled community colleges; operated 2 postsecondary institutions; provided grants and fellowships to eligible Indian students pursuing higher education; implemented many federal programs in BIA schools; and funded programs for Indian children in public schools, a family literacy program for children aged 0-3 and their parents, and adult education programs developed by tribes. This booklet presents an overview of OIEP, its mission, U.S. government-tribal relations, and BIA schools and students; gives contact information for the 24 education line officers, school reform area specialists, special education coordinators, and tribally controlled community colleges; and describes OIEP programs, branches and divisions, professional development activities for teachers and administrators, and cooperative efforts with other agencies. (SV)

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U. S. Department of the Interior
Bureau of Indian Affairs
Office of Indian Education Programs

Building Exemplary Schools for Tomorrow

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
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2001 Fingertip Facts

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Foreword From the Director....

This booklet provides concise information about the schools, colleges and universities, and other educational programs and activities of the Bureau of Indian Affairs (BIA), Office of Indian Education Programs (OIEP). During the 2000-2001 school year, OIEP is directly serving over 49,000 students and indirectly serves over 400,000 students through various educational programs.

OIEP's vision and long range goal is to unite to promote healthy Indian communities through lifelong learning. We implement this through commitment to our mission, which is to provide quality education opportunities from early childhood through life, with consideration given to the mental, physical, emotional, spiritual, and cultural aspects of the person served.

In January, OIEP conducted a Meeting of 100. The purpose of the meeting was to assist OIEP in setting goals for the next five years with input from Indian educators, administrators, representatives from regional and national Indian education organizations, school boards and tribal education departments. In January 2001, the Meeting of 100 developed the following five goals to guide our efforts for the next five years:

* All children will read independently by third grade
* 70% of students will be proficient/advanced in reading and math
* Individual student attendance rate will be 90% or better
* Students will demonstrate knowledge of their language and culture
* Increased enrollment, retention, placement and graduation rates for post secondary students

The current Bush administration educational initiatives, as well as the reauthorization of the Improving America's Schools Act promise to enhance our educational reform efforts to meet our five goals. All schools have developed Consolidated School Reform Plan Amendments to guide them into the year 2002. These plans include student achievement and behavioral goals, parental involvement goals, and staff development to improve teaching and learning. Technology advances through our Access Native America Project have brought all schools onto the Internet.

Each school can now integrate and support their curriculum with technology. Beginning in July, the Family and Child Education program will expand from 22 to 32 schools and communities to provide educational services to Indian families with children from birth to grade 3, while supporting parents in their role as their child's first and most influential teacher. Also starting at three schools will be the Therapeutic Education Model.

In 2001-2002, OIEP will continue to conduct professional development opportunities for both teachers and administrators. Teachers will be given the opportunity to attend special training workshops in reading, math and authentic assessment. Principals will be given special training opportunities for educational leadership through a series of Principal Academies. We acknowledge that we are life long learners and are collectively engaged in reform to support increased student academic achievement and *Building Exemplary Schools for Tomorrow.*

William Mehojah, Jr.

William A. Mehojah, Jr.
Director, Office of Indian Education Programs

Office of Indian Education Programs

The Office of Indian Education Programs (OIEP) is located within the Bureau of Indian Affairs (BIA) in the U.S. Department of the Interior and is responsible for line direction and management of all BIA education functions including the formation of policies and procedures, supervision of all program activities undertaken within the office's jurisdiction and the approval of the expenditure of funds appropriated for the BIA Indian education functions.

Three major legislative actions have restructured the BIA since the Snyder Act of 1921. First, the Indian Reorganization Act of 1934 introduced the teaching of Indian history and culture into BIA schools. Full assimilation and eradication of Indian culture had been the policy of the Federal government previously. A second major legislative action was the Indian Self-Determination and Education Act of 1975 (Pub. L. 93-638). This legislation gave authority to the tribes to contract with the BIA in the operation of schools and to determine the education programs for their children. The Education Amendments Act of 1978 (Pub. L. 95-561) and further technical amendments (Pub. L. 98-511, 99-89, and 100-297) mandated major changes in BIA funded schools. These amendments empowered Indian school boards, provided for local hiring of teachers and staff, and the direct funding of schools.

Mission Statement

The mission of OIEP can be found in 25 C.F.R. 32 and states that the BIA, OIEP is to provide quality education opportunities from early childhood through life in accordance with the Tribe's needs for cultural and economic well-being in keeping with the wide diversity of Indian Tribes and Alaska Native villages as distinct cultural and governmental entities. OIEP shall manifest consideration of the whole person, taking into account the spiritual, mental, physical, and cultural aspects of the person within a family and Tribal or Alaska Native village contexts.

U. S. Government - Tribal Relations

The United States Government has a unique legal relationship with American Indian Tribal Governments as set forth in the Constitution of the United States, Federal statutes, treaties and court decisions. The Indian Commerce Clause in the Constitution is generally recognized as acknowledging the broad Federal authority and special trust responsibility the United States has over Indian affairs.

The United States included educational provisions in treaties starting in 1794 with the Oneida, Tuscarora and Stockbridge Indians, and extended this policy through the treaty-making period which ended around 1871. The practice of providing education funding for Indian reservation schools, boarding schools and other education programs was formalized by the *Congress* in 1921 by passing the Snyder Act. The Snyder Act provided broad authority to the BIA to educate and generally support the acculturation of Indians.

One of the more recent declarations of the United States Congress' policy towards Indians appears in Section 3 of Pub. L. 93-638, the Indian Self-Determination and Education Assistance Act of 1975, and states:

"..Congress declares that a major goal of the United States is to provide the quantity and quality of educational services and opportunities which will permit Indian children to compete and excel in the life areas of their choice.....

continuation of this United States policy towards the education of Indians is contained in Section 5203 of Part B of Pub. L. 100-297, the Tribally Controlled Schools Act of 1988, which states:

"..the Congress declares its commitment to the maintenance of the Federal Governments unique and continuing trust relationship with and responsibility to the Indian people through the establishment of a *meaningful* Indian self-determination policy for education.....

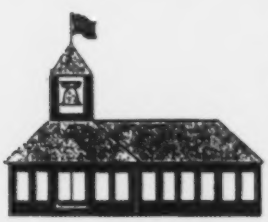
In addition to maintaining its educational commitment to Indian Tribes, the United States Congress has also supported Tribes operating their own programs. Both Pub. L. 93-638 and Pub. L. 100-297 have had a significant effect in transferring the operation of Federal schools to Tribes and Tribal School Boards over the last two decades. The majority of these schools (120 or 65%) are now administered by Tribes and Tribal School Boards either through a contract or a grant. The trend to Tribal control of education will continue in the years ahead.

Although the primary public responsibility for education is reserved respectively to the States, local school systems and other instrumentalities of the States, the education of Indian children is an exception. Due to Federal laws, treaties and court decisions, the education of Indian children is viewed as a Federal responsibility.

Students

In SY 2000-01, there are 48,693 students being served in K-12 basic instructional programs in BIA funded schools. This includes students served in dormitory programs who attend public schools. This total reflects a decrease of .78% in the number of students served from last school year or 383 fewer students.

There are 9785 students in residential programs operated or funded by the BIA. This represents 20% of the student population served by the BIA.



In post-secondary programs, there are approximately 30,000 students served at BIA funded Tribally Controlled Community Colleges and Universities. In the two BIA operated Post-Secondary Institutions, there are 1,563 full time students.

Schools

In 2001, there are 65 elementary and secondary schools operated by the BIA. There are 120 elementary and secondary schools funded by the BIA which tribes operate under contract or grants. These 185 schools (elementary, secondary, and boarding) are located on 63 reservations in 23 states.

In 2001, the BIA operated 1 peripheral dormitory on the reservation. Peripheral dormitories are established on reservations for Indian students who attend nearby public schools. There are 13 peripheral dormitories, which are BIA funded and tribally operated under contracts or grants.

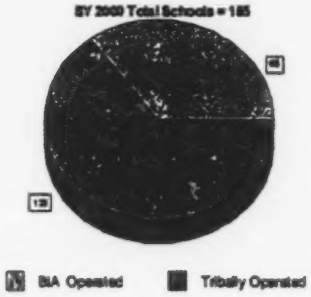
The BIA funds 7 off-reservation boarding schools. The BIA operates 4 of the schools and 3 are tribally operated by contracts.

The BIA funds 26 Tribally Controlled Community Colleges and operates 2: Haskell Indian Nations University (HINU) and Southwestern Indian Polytechnic Institute (SIPI).

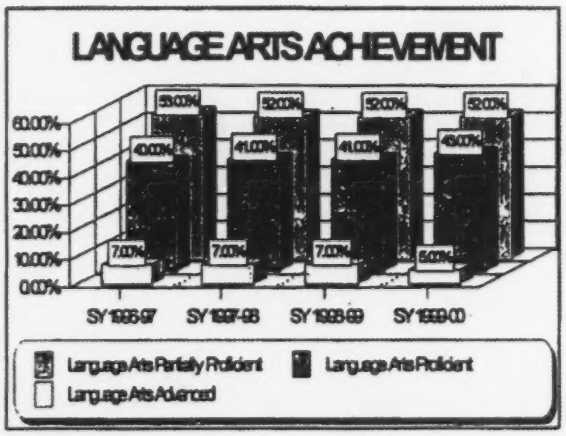
There are approximately 4,800 teachers, administrators, counselors, and support personnel in the BIA school system.

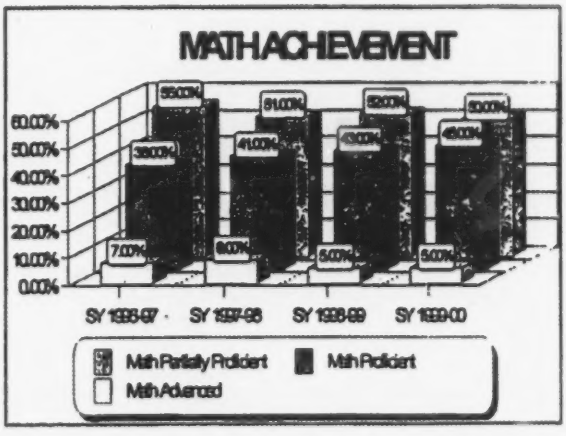
There are approximately 2,115 educational facilities maintained by the BIA, which include multiple buildings on school property and exclude living quarters provided to teachers and/or administrators.

BIA Funded Operated Schools/Dormitories



2001 Report Card Data





Education Line Officers

The OIEP has 24 Education Line Officers, all of whom report directly to the Deputy Director of School Operations located at 201 Third Street, NW, Suite 510, Albuquerque, New Mexico 87102. These Education Line Officers have direct line authority and supervision responsibility over 65 BIA operated schools and provide technical assistance to the remaining 120. The OIEP Education Line Officer's are located in 24 agency/area/regional offices for education across the country. The 24 Education Line Officers, agency/regional offices and schools are listed as follows:

Bob Pringle Anchorage 907-271-4115	Liaison with all schools, which became state operated schools in 1985.
Levon A. French Billings 406-657-6375	Blackfeet Dormitory, Busby and St. Stephens Indian School
Dr. Cherie Farlee Cheyenne River 605-964-8722	Cheyenne-Eagle Butte, Pierre Indian Learning Center, Takini, and Tiospaye Topa School
Beverly Crawford Chinle 602-674-5131	Black Mesa Community, Chinle Boarding, Cottonwood Day, Low Mountain, Lukachuka Boarding, Many Farms, Nazlini Boarding, Pinon Dormitory, Rock Point Community, and Rough Rock Demonstration School
Dan Shroyer CrowCreek/Lower Brule 605-473-5531	Crow Creek Reservation, Ft. Thompson Lower Brule, Enemy Swim Day and Tiospa Zina Tribal
Andrew Tah, Acting Eastern Navajo 505-786-6150	Alamo Navajo, Baca Community, Bread Springs Day, Chi ch il Tah/Jones Ranch Crownpoint Community, Dibeyazhi Habitiin Olta, Dlo'ay Azhi Community, Dzilth Na O Dith Hle, Huerfano Dormitory, Lake Valley Navajo, Mariano Lake Community, Na'Neelzhiin Ji'Olta, Ojo Encino Day, Pueblo Pintado Community, Standing Rock Community, To'Hajiilee-He, Wingate Elementary and Wingate High
Lavonna Weller Eastern States 703-235-3233	Ahfachkee Day, Beatrice Rafferty, Boque Chitto, Cherokee Elementary, Cherokee Central High School, Chitimacha Day, Choctaw Central High School, Choctaw Central Middle School, Conehatta Elementary, Indian Island School, Indian Township School, Miccosukee Indian School, Red Water Elementary, Standing Pine Elementary and Tucker Elementary
Kevin Skenanadore Ft. Apache Agency 520-338-5441	Cibecue Community School, John F. Kennedy Day and Theodore Roosevelt School
Winnifred Peters Ft. Defiance Agency 520-729-7251	Ch'ooshgai Community School, Crystal Boarding, Dilcon Boarding, Greasewood, Holbrook Dormitory, Hunters Point Boarding, Kinlichee Boarding, Pine Springs Boarding, Seba Dalkai Boarding, Wide Ruins Boarding and Winslow Dormitory
John Wahnee Hopi Agency 520-738-2262	Havasupai, Hopi Day, Hopi High, Hotevilla Bacavi Community, Keams Canyon Boarding, Moencopi Day, Polacca Day and Second Mesa Day
Terry Portra Minneapolis Area Office 612-373-1000 ext.1091	Bug-O-Nay-Ge-Shig, Bahweting Ojibwa School, Circle of Life Survival School, Circle of Nations, Flandreau Indian School, Fond du Lac Ojibway, Hannahville Indian School, Lac Courte Oreilles, Menominee Tribal School, Nay Ah Shing and Oneida Tribal School

Edward Parisian Northern Pueblos Agency 505-753-1465	Jicarilla Dormitory, San Ildefonso Day, San Juan Day, Santa Clara Day, Santa Fe Indian School, Taos Day and Tesuque Day
Joy Martin Oklahoma Area Office 405-605-6051 Ext. 301	Carter Seminary, Eufaula Dormitory, Jones Academy, Kickapoo Nation School, Riverside Indian School and Sequoyah High
Karen Dawson (Acting) Papago Agency 520-383-3292	San Simon, Santa Rosa Boarding, Santa Rosa Ranch and Tohono O'Odham High School
Karen Dawson (Acting) Pima Agency 602-379-3944	Blackwater Community, Casa Blanca Day, Gila Crossing Day and Salt River Day School
Norma Tibbitts Pine Ridge Agency 605-867-1306	American Horse, Crazy Horse, Little Wound Day, Loneman Day, Pine Ridge, Porcupine Day and Wounded Knee School
John Reimer Portland Area Office 503-872-2745	Chief Leschi, Chemawa Indian School, Coeur D'Alene Tribal, Lummi High, Lummi Tribal School, Muckleshoot Tribal, Paschal Sherman Indian School, Quileute Tribal School, Sho-Ban School, Two Eagle River School, Wa-He-Lut Indian School and Yakama Tribal School
Neva Sherwood Rosebud Agency 605-856-4478	Marty Indian School, Rosebud Dormitory and St. Francis Indian
Fayetta Babby Sacramento Area Office 916-979-2560 Ext.234	Duckwater Shoshone, Noli School, Pyramid Lake High and Sherman Indian High School
Lester Hudson Shiprock Agency 505-368-3400	Aneth Community School, Atsa'Biya A Zh Community School, Aztec Dormitory, Beclabito Day, Cove Day, Navajo Preparatory, Nenahnezad Boarding, Red Rock Day School, Sanostee Day, Shiprock Reservation Dormitory, Shiprock Alternative Kindergarten and High School, T'lis Naz'Bas Boarding and Tohaali
Dr. Ben Atencio Southern Pueblos Agency 505-766-3034	Isleta Elementary, Jemez Day, Mescalero, Pine Hill School, San Felipe Pueblo Elementary, Sky City Community, Zia Day, Laguna Elementary and Laguna Middle School
Emma Jean Blue Earth Standing Rock Agency 701-854-3497	Little Eagle Day, Rock Creek Day, Standing Rock Community, Theodore Jamerson Elementary and Tate Topa Tribal School
Dr. Loretta DeLong Turtle Mt. Agency 701-477-3463	Dunseith Day, Mandaree Day, Ojibwa Indian School, Turtle Mt. Elementary, Turtle Mt. Middle School, Turtle Mt. High School, Twin Buttes Day, White Shield School and Trenton School
David Talayumptewa, Acting Western Navajo Agency 520-283-2218	Chichinbeto Day, Dennehotso Boarding, Flagstaff Dormitory, Greyhills High, Kaibeto Boarding, Kayenta Boarding, Leupp, Little Singer Community, Navajo Mountain Boarding, Richfield Dormitory, Rocky Ridge Boarding School, Shonto Boarding, Tonalea, and Tuba City Boarding School

Center for School Improvement

In addition to the regular curriculum offered to K-12 students in BIA funded schools, there are additional programs provided to enrich and/or support student academic achievement. These programs are administered by the Center for School Improvement. To better facilitate the administration of these programs, the Center has been relocated to 500 Gold Avenue SW, 6th Floor, PO Box 888, Albuquerque, New Mexico, 87102, as 101 of the 185 BIA funded schools are located within the states of Arizona and New Mexico.

The Center for School Improvement is responsible for assisting with the implementation of the policies, plans, regulations, and guidelines of the OIEP. The primary mission of the Center for School Improvement, in accordance with 25 U.S.C. and 25 C.F.R., is to provide technical assistance and training to promote quality education opportunities from early childhood through high school to BIA funded schools and residential programs.

The Center for School Improvement provides technical assistance to schools in their local reform efforts with particular emphasis on and expertise in the programs legislated through the Goals 2000: Educate America Act, the Improving America's Schools Act of 1994 and the Individuals with Disabilities Education Act of 1997. It should be noted that at the time of this printing, programs authorized through the Improving America's Schools Act are in the process of reauthorization.

The Center collaborates with each Education Line Office to carry out technical assistance and training through 14 School Reform Specialists and 27 Special Education Coordinators assigned to designated area/agency education offices. Through guidance and collaboration with the Center, schools will be able to provide high standards, high expectations and expanded opportunities for all children in pre-school through high school to succeed academically. Upon high school graduation, these students will have the skills and abilities needed to successfully continue their education, or enter into productive employment, and be responsible citizens in their tribes, communities, and states.

For further information contact Dr. Angelita Felix, Acting Division Chief at (505) 248-7527.

Center for School Improvement Education Specialist

	Area Code (505)		
Dr. Sherry Allison	248-7553	Stan Holder	248-7550
Peter Camp	248-7532	Keith Neves	248-7552
Loretta Draper	248-7533	Debbie Lente Jojola	248-7536
Donel Erickson	248-7535	Patricia Cornelius	248-7529
Franda Flyingman	248-7554	Barbra Parsian	248-7540
Dr. Angelita Felix	248-7527	Anita Tsinnajinnie	248-7534
Gloria Yepa	248-7541	Dr. Sandra Fox	248-7549

All email addresses are firstnamelastname@bia.gov

OIEP School Reform Area/Agency Education Specialists

Cheyenne River Crow Creek/Lower Brule **Bonnie Haines**	PO Box 2020 Eagle Butte, SD 57625-2020	Telephone: (605) 964-8722 Fax: (605) 964-1155
Eastern Navajo Agency **VACANT**	PO Box 328 Crownpoint, NM 87313	Telephone: (505) 786-6165 Fax: (505) 786-6112
Fort Apache **Tom Butler**	PO Box 920 Whiteriver, AZ 85941	Telephone: (520) 338-5443 Fax: (520) 338-1944
Hopi **Jim Hastings**	PO Box 568 Keams Canyon, AZ 86034	Telephone: (520) 738-2262 Fax: (520)738-5139
Northern Pueblos/Southern Pueblos **Charolotte Garcia**	1000 Indian School Road PO Box 1667 Albuquerque, NM 87103	Telephone: (505) 346-2431 Fax: (505) 346-2408
Minneapolis **Alice Bad Heart Bull**	Bishop Henry Whipple Federal Bldg. One Federal Drive, Room 550 Minneapolis, MN 55111	Telephone: (612) 713-4400 Ext. 1095 Fax: (612)713-4438
Oklahoma **Catherine Fatheree**	4149 Highline Blvd., Suite 380 Oklahoma City, OK 73108	Telephone: (405) 605-6051 Ext. 313 Fax: (405) 605-6057
Papago/Sacramento **VACANT**	HC 01 Box 8600 Sells, AZ 8600	Telephone: (520) 361-3510 Fax: (520) 361-3514
Pine Ridge/Rosebud **Lynn Lafferty**	PO Box 333 Pine Ridge, SD 57770	Telephone: (605) 867-1306 Fax: (605) 867-5610
Portland **Robin Butterfield**	911 North East 11 Avenue Portland, OR 97232-4169	Telephone: (503) 872-2743 Fax: (503) 231-6219
Shiprock **Colletta Wilson**	PO Box 3239 Shiprock, NM 87420-3239	Telephone: (505) 368-3402 Fax: (505) 368-3409
Southern & Eastern States **VACANT**	3701 Fairfax Drive, Suite 260 Arlington, VA 22203	Telephone: (703) 235-3003 Fax: (703) 235-3351
Turtle Mountain/Standing Rock **Rosie Davis**	PO Box 30 Belcourt, ND 58316	Telephone: (701) 477-3463 Fax: (701) 477-5944
Western Navajo **Lydia Whitney**	PO Box 746 Tuba City, AZ 86045	Telephone: (520) 283-2209 Fax: (520) 283-2286

Helping Disadvantaged Children Meet High Standards – Title I

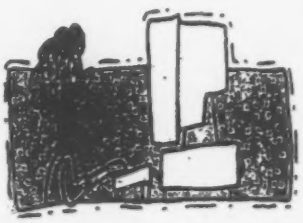
Title I is to enable schools to provide opportunities for all children served to acquire the knowledge and skills contained in the challenging new content standards and to meet the challenging performance standards. This program, as well as, Title II, III, V, VII and IX is authorized under the Improving America's School Act of 1994. BIA funded schools use their Title I funding to assist and improve/reform their entire school program. Each school conducts a comprehensive needs assessment to determine how best to improve and address the academic needs of their students. The needs assessment provides important information needed for the development of their Consolidated School Reform Plan (CSRP). The CSRP provides detailed program and budget information about all funding available to their school including Title (s) I, II, III, IV, VII, and IX.

Title I funds may be used as a School-wide Project or as a Target Assisted project, which targets only a select group of students. All BIA funded schools are School-wide Title I projects.

Dwight D. Eisenhower Professional Development Program – Title II

Title II is to enable schools to provide for the professional development of teachers, administrators and other appropriate school staff to improve the teaching and learning of all students. The professional development should be aligned to challenging content standards and challenging student performance standards in the core academic subjects. Professional development should incorporate effective strategies, techniques, methods and practices for meeting the educational needs of all students within the school and described within the CSRP. Professional development should be of sufficient intensity and duration to have a positive and lasting impact on the teacher's performance in the classroom.

Technology for Education – Title III



Title III is to enable schools to provide technology enhanced curriculum and instruction and to promote equal access for all students to educational opportunities. Title III funds may be used for various activities, which include and promote technology such as the purchasing of equipment, interconnections, maintenance of effective infrastructures, providing training for teachers and school library personnel.

Safe and Drug-Free Schools and Communities - Title IV

Title IV is to support programs to meet the seventh National Education Goal by preventing violence in and around schools and by strengthening programs that prevent the illegal use of alcohol, tobacco and drugs; involve parents; and are coordinated with related community efforts. All BIA funded schools provide students in grades K-12 with violence and drug prevention education, early intervention and rehabilitation referral. These activities are outlined in the CSRP.

Bilingual Education, Language Enhancement, and Language Acquisition Programs - Title VII

Title VII is a discretionary program awarded on a competitive basis by the U. S. Department of Education. The purpose is to educate limited English proficient children and youth to meet the same rigorous standards for academic performance expected of all children and youth by implementing special alternative instruction and strategies, promoting multicultural understanding and strengthening the professional training of educational personnel who work with limited English proficient students. In 2001, there were six BIA operated schools implementing a Title VII program: To'Hajiilee-He, Na'Neelzhiin Ji'Olta, Nenahnezad, Beclabito, Dennehotso, and Fort Defiance Agency.

Bilingual programs are also provided by the BIA to serve identified students who have limited English proficiency to improve their ability to read, write, speak, and understand English. In 2001, there were 27,464 students identified and served in Bilingual programs BIA wide.

Indian, Native Hawaiian, and Alaska Native Education – Title IX

Title IX provides for the culturally related academic needs of Indian students in grades K-12 enrolled in public, private and BIA funded schools. Title IX is an entitlement program based on a state by state formula, which is administered by the U. S. Department of Education. In 2001, there were 64 BIA operated schools implementing Title IX programs. Many contract and grant schools also implement Title IX programs.

For further information concerning state-by-state information on Title IX projects and names of staff members at the Office of Indian Education (OIE), located within the U. S. Department of Education you may call (202) 260-3774.

Stewart B. McKinney Homeless Assistance Act – Subtitle B – Education for Homeless Children and Youth

The Stewart B. McKinney Homeless Assistance Act funds are appropriated to provide special assistance to identified homeless students. In 2001, Pierre Indian Learning Center, Circle of Nations School and Riverside Indian School and Santa Rosa Boarding School received funding to provide for the special needs of homeless students.

Gifted and Talented

Guidelines for determining students classified as gifted and talented currently state that such student will demonstrate skills in the 5% of his/her age level in one or more of the following: critical thinking, creativity, intelligence, academic aptitude, and leadership. Also, a student may be determined to be gifted and talented if he/she demonstrates skills in the top 10% of his/her age level in two or more of the above-stated six areas. In SY 00-01, 6,994 students were identified and served in Gifted and Talented programs. It should be emphasized, however, that OIEP through school reform efforts is encouraging and providing technical assistance to schools to provide high academic standards, high expectations, and challenging curriculum and activities for all students.

Exceptional Education–Individuals with Disabilities Education Act (IDEA)

Exceptional education provides special education programs and related services to eligible children with disabilities ages 5-21 enrolled in BIA funded schools. In 2001, 10,095 students with disabilities were served. The reauthorization of the Individuals with Disabilities Education Act (IDEA) Amendments of 1997 was enacted to ensure better results for students with disabilities and their families. The six principles of IDEA are: the availability of a Free Appropriate Public Education (FAPE), appropriate evaluation, development of an appropriate Individualized Education Program (IEP), education in the Least Restrictive Environment (LRE), parent and student participation in decision-making, and procedural safeguards to protect the rights of parents and their children with a disability.

Key changes require that students with disabilities be included in regular assessments and their progress be regularly reported. Ensured access to the general curriculum, early intervention

strategies and quality professional development are other significant changes resulting from IDEA. Specific requirements were added to the law regarding the discipline of students with disabilities. There is more flexibility in the use of special education funds and funds may be combined in school-wide programs to focus on accountability for results and improve teaching and learning. Schools must now report on the number of special education students who drop out, graduate, are suspended, expelled or placed in interim alternative education settings and the reason for those actions. All BIA-funded schools include special education in their CSRP. Exceptional Education also provides special education programs for children with severe disabilities that require residential care in state or private institutions. In 2001, 136 students received residential services.

Bureau of Indian Affairs (BIA)/State Education Agency Responsibilities

The BIA, as the States Education Agency (SEA), is responsible for ensuring that all Department of Education program and funding requirements are achieved. The BIA functions like a State Department of Education and must have a State system that supports the purpose and legal intent of various educational laws in order to continue receiving funds, which support student achievement.

SEA responsibilities are identified in various laws, including Title I and the IDEA of 1997, the two laws that provide the BIA with the most significant funding. Sometimes SEA responsibilities are called General Supervision responsibilities. The following are some of the major SEA responsibilities;

- Ensuring there is a system to support program and legal program requirements
- Establishment of a monitoring and evaluation system
- Collecting and reporting data
- Assisting schools to build capacity to support student achievement
- Determining funding priorities, which support student achievement
- Establishing and maintaining program oversight including standards; assessment; adequate yearly progress; access to the general education curriculum
- Developing and maintaining a system of school support teams
- Recruiting/retaining and training of teachers, paraprofessionals, administrators and school board members
- Ensuring quality professional development
- Developing a coordinated service plan
- Facilitating/planning Technical assistant on best practices and research-based models to improve student achievement
- Developing and implementing a system of school sanctions/incentives

Update on Major Special Education Activities

- Finalized Part B Eligibility Document with the Department of Education, Office of Special Education Programs to receive 2002 Part B funding ($77m)
- Completed and submitted 1998-1999, 1999-2000; December 1 Child Count and Tribal Data to the Department of Education
- Conducted 3 National Assessment and Accountability training sessions for 790 participants
- Developed a 5-year Comprehensive System of Personnel Development (CSPD) Plan to address recruiting/retention and training needs
- Held the second BIA Law Institute on Special Education in 2001 with over 500 participants, and planning for a third institute June12-13, 2002
- Conducted the 4th national Advisory Board for Special Education meeting in Spirit Lake, ND on June 24-26, 2001
- Participated in joint training with School Reform on CSRDP to develop a rubric to include special education requirement
- Completed contracting process for the national monitoring of schools and agency special education programs effective April 2001 and incorporated supplemental programs into the process
- Distributed Part B funding based on IEP needs
- All agencies conducted 100% audit of special education files in 2001 and submitted Corrective Action Plans

For further information, contact Dr. Sherry Allison at (505) 248-7527 or email: sherryallison@bia.gov

Special Education Coordinators

Billings **Rachel Grant**	316 N. 26th Street Billings, MT 59101	Telephone: (406) 247-7953 Fax: (406) 247-7965
Cheyenne River **Jane Azure**	PO Box 325 Eagle Butte, SD 57625-2020	Telephone: (605) 964-8725 Fax: (605) 964-1155
Chinle **Jackie Wade**, Acting	PO Box 7-H Chinle, AZ 86503	Telephone: (520) 674-5131 Fax: (520) 674-5134
Crow Creek/Lower Brule **Catherine Gallagher**	140 Education Avenue, PO Box 139 Fort Thompson, SD 57339	Telephone: (605) 245-2390 Fax: (605) 245-2399
Eastern Navajo Agency **Pat Abeyta**	PO Box 328 Crownpoint, NM 87313	Telephone: (505) 786-6138 Fax: (505) 786-6016
Eastern & Southern States Agency **Everette Bad Wound**	3701 Fairfax, Dr., Suite 260 Arlington, VA 22203	Telephone: (703) 235-3280 Fax: (703) 235-3351
Fort Apache **Sue Higgins**	PO Box 920 Whiteriver, AZ 85941	Telephone: (520) 338-5443 Fax: (520) 338-1944

Hopi **Vacant**	PO Box 568 Keams Canyon, AZ 86034	Telephone: (520) 738-2262 Fax: (520)738-5139
Minneapolis **Mary Hilfiker (Ext. 1093)** **Dr. Fern Diamond (Ext. 1096)**	Bishop Henry Whipple Federal Bldg. One Federal Drive, Room 550 Minneapolis, MN 55111	 Telephone: (612) 713-4400 Fax: (612)713-4438
Northern Pueblos Agency **Vacant**	PO Box 4269 Espanola, NM 87533	Telephone: (505) 753-1469 Fax: (505) 753-1475
Oklahoma **Judy Littleman**	4149 Highline Blvd., Suite 380 Oklahoma City, OK 73108	Telephone: (405) 605-6051 Ext. 305 Fax: (405) 605-6057
Papago **Luvette Russel**	Box 578 Sells, AZ 85634	Telephone: (520) 361-3510 Ext. 115 Fax: (520) 361-3514
Pima **Vacant**	PO Box 10 Phoenix, AZ 85001	Telephone: (602) 379-3944/3945 Fax: (602) 379-3946
Pine Ridge **Julie Goings**	PO Box 333 Pine Ridge, SD 57770	Telephone: (605) 867-1306 Fax: (605) 867-5610
Portland **Amy Snow**	911 North East 11 Avenue Portland, OR 97232-4169	Telephone: (503) 872-2743 Fax: (503) 231-6219
Rosebud **Brain Wagner**	PO Box 139 Fort Thompson, SD 57339	Telephone: (605) 245-2398 Fax: (605) 245-2399
Sacramento **Beverly Wahnee**	2800 Cottage Way Sacramento, CA 95825	Telephone: (916) 978-6060 Fax: (916) 978-6056
Shiprock **Steve Gillenwater**	PO Box 3239 Shiprock, NM 87420-3239	Telephone: (505) 368-3442 Fax: (505) 368-3445
Southern Pueblos **Barbara Deloach**	1000 Indian School Road PO Box 1667 Albuquerque, NM 87103	Telephone: (505) 346-2431 Fax: (505) 346-2408
Standing Rock **Jackie Maxon**, Acting	PO Box E Fort Yates, ND 58538	Telephone: (701) 854-3498 Fax: (701) 854-7280
Turtle Mountain/Standing Rock **Gaylene Belgarde**	PO Box 440 Belcourt, ND 58316	Telephone: (701) 477-3463 Ext. 315 Fax: (701) 477-6183
Western Navajo **Lydia Whitney**	PO Box 746 Tuba City, AZ 86045	Telephone: (520) 283-2209 Fax: (520) 283-2286
Idaho Education Field Office **Barbara Murphey**, Acting	PO Box 277 Lawpai, ID 83540	Telephone: (208) 843-5025 Ext. 2710 Fax: (208) 843-7712
Navajo Regional Office Institutionalized Handicapped Prog. **Bertha Muskett**	PO Box 1060 Gallup, NM 27305	Telephone: (505) 786-6006 Fax: (505) 786-6112
Great Plains Regional Office Institutionalized Handicapped Prog. **Sandra Carlsgarrd**	115 4th Avenue, SE Aberdeen, SD 57401	Telephone: (605) 226-7431 Fax: (605) 226-7434

Family and Child Education

The Family and Child Education (FACE) program is a family literacy program that serves children from birth through grade 3 and their parents. The program implements 4 components: early childhood, parent and child time, parenting skills, and adult education in two settings; home and school. Technical assistance to implement this unique program is provided through a partnership with Parents As Teachers, the National Center for Family Literacy and the High/Scope Foundation. In SY 00-01, 22 BIA funded schools were selected for this program and served approximately 1100 families. In SY 2001-02 FACE will be implemented in 10 additional schools.

Johnson-O'Malley

Johnson O'Malley (JOM) programs provide assistance to public schools to meet the unique needs of eligible Indian students. The JOM program is administered by the BIA through contracts with tribes, tribal organizations, public school districts, and State Departments of Education.

In 2001, the JOM program funds were distributed through the Tribal Priority Allocation portion of the Tribal Budget system, as directed by the U. S. Congress.

For further information, contact Garry Martin at 202-208-3478 or email: garrymartin@bia.gov

Higher Education Grant Program

The Higher Education Grant Program provides supplemental grants to eligible Indian students seeking an undergraduate degree. Students must apply and gain admission to an accredited college or university and demonstrate financial need as determined by the financial aid officer of the intended institution.

✦Must be a member of or at least one-quarter degree Indian blood descendent of a member of an American Indian tribe, which is eligible for the special programs and services provided by the United States because of their status as Indians.

✦Must be accepted for admission to a nationally accredited institution of higher education which provides a course of study conferring the Associate of Arts or Bachelor's degree

✦Must demonstrate financial need as determined by the financial aid officer of the institution of higher learning.

In 2001, 9,644 scholarships were awarded at an average of $3,000 per scholarship. There were approximately 1,800 undergraduates that received their college degree.

The grant application is available with the education officer of the Tribe in which your are affiliated or possess membership. As the majority of federally recognized tribes are administering the grant program for their tribal members, call your tribe first. (A Tribal Directory is located on Department of Interior's web page). If your tribe is not administering the grant program they can direct you to the nearest Bureau of Indian Affairs, Education Line Officer for the application. In the meantime, while

you are waiting for your application request all available financial aid information from the college to be sent to you. Be sure to inform the financial aid officer that you are tribal and will be submitting the grant application along with other financial aid applications. Many colleges have knowledge of the Bureau's grant program and can refer you to a knowledgeable counselor but don't assume the college will automatically transfer your paperwork because still quite a few institutions are clueless as to what grants are specifically for American Indian/Alaska Natives.

Starting Points

Think College...Its never too early or to late to "Think College", whether you are a middle school kid, a high school kid, or even an adult kid. If you do nothing else you owe yourself to visit the Department of Education's websites that offer information for students and families to prepare academically and financially for college. *Think College Early* in partnership with the Coalition of America's Colleges & Universities, *College is Possible* have terrific information available on the Web. (www.ed.gov/thinkcollege early and www.CollegeIsPossible.org)

Annually literally thousands of grants, scholarships, and loans are offered by universities, foundations and private organizations. It is overwhelming just where to begin however some suggestions by our staff are as follows:

College Board Online (www.collegeboard.org). This site has information about preparing for college, getting ready for tests, choosing a college and paying for college. The College board's scholarship search will help in finding scholarship, loans, internships and other financial aid programs from non-college sources that match your education level, talents and background, with an interactive scholarship search program.

College Aid Sources for Higher Education (CASHE), (www.cashe.com or www.salliemae.com) is a national financial aid resource database that helps students and parents find private funds to attend college. It is one of the industry's largest and most comprehensive resources, including thousands of individual award from all types of sponsors. Freshman thru Doctorate.

National Association of Student Financial Aid Administrators has a very good web site that talks about selecting the right college. There are various school comparison worksheets with a financial aid section on how to and what is available as well a calendar checklist that begins with the 8th grade. There site is www.nasfa.org

Educaid, a division of The Money Store, is one of the top ten education lenders in the U.S. A national lender that offers federal and private loans exclusively for education. The toll free telephone number is 1-800-Educaid. The web is www.educaid.com.

SallieMae is one of the largest financial aid institutions that offers information and hands on interaction with calculators, publications, financial aid 101, and scholarship services. Very useful. Their website is http://salliemae.com

fastweb.com is the Internet's largest free scholarship search. Your personalized profile will match your specific skills, abilities and interest to fastWEB's database of over 400,000 scholarships. Just complete six simple steps to get immediate results on line.

FinAid is a free, comprehensive independent and objective guide to student financial aid. Similar to others at www.finaid.org

Princeton Review has its moments and is fairly informative. We tried them but seems pale by comparison at www.review.com

The Department of Education has about everything you could possible think to ask. The booklet, *The Student Guide, Financial Aid from the U.S. Department of Education* explains the process for applying for financial aid. It is the largest source of funding for financial aid programs and has the document required by all student applying for federal assistance entitled, *Free Application for Federal Student Aid (FAFSA).* You can obtain your copy of the Student Guide by writing to the Federal Student Aid Information, PO Box 84, Washington, DC 20044-0084, on line at www.ed.gov

Education & Career Center at www.petersons.com is very comprehensive and heavily traveled resource. In their thousands of pages you will find information about colleges and universities, professional degree programs, study abroad and distance learning opportunities, executive management programs, financial aid, internships, summer programs, career guidance and more.

Need A Lift? Is a publication by the American Legion and is very good. To obtain a copy write to The American Legion, National Headquarters, PO Box 1055, Indianapolis, Indiana 46206, or call 317-630-1200.

Special Higher Education Grant Program

The Special Higher Education program provides funds to eligible Indian students to pursue a graduate degree. The program provides fellowships to those who:

- **Is an enrolled member of a federally recognized Indian/Alaska Native tribe in the United States.**
- **Pursue a Masters or Doctorate program full time.**
- **Be enrolled in an accredited graduate school in the United States. Apply for financial aid programs at the institution you have been accepted.**

Students must apply and gain admission to an accredited college or university graduate school program. This program is contracted to the American Indian Graduate Center (AIGC) located in Albuquerque, New Mexico. AIGC has served Indian graduates since 1969, in all fields of study. First time applicants are assessed a non-refundable application fee of $25. Applications must be received within the their time frames. Additional information and application is available from the following address: American Indian Graduate Center, 4520 Montgomery Blvd., NE Suite 1-B, Albuquerque, New Mexico 87109. 505-881-4584. Additional information is available at their website: www.aigc.com

Adult Education Program

The Adult Education program provides assistance to eligible Indian adults to acquire the basic educational skills necessary for literate functioning, to enable them to benefit from job training, and to continue their education to at least the level of completion of secondary school or equivalent certification.

In 2001, approximately 10,000 Indian adults participated in the Adult Education programs developed by Tribes.

For additional information you may contact Garry Martin at (202) 208-3478 or email: garrymartin@bia.gov

Law Program

Law students seeking opportunities to enhance their academic success will want to contact the American Indian Law Center, Inc. This organization conducts an eight-week session to prepare potential Indian law students for the rigors of law school. There is an emphasis in the development of skills necessary for success in study habits, legal research and legal writing. This program is primarily for those students that have been accepted into an accredited institution.

For additional information and application process contact the American Indian Law Center, Inc., 1117 Stanford NE, Albuquerque, New Mexco 87196. 505-277-5462.

Post Secondary Institutes

Haskell Indian Nations University (HINU) is located in Lawrence, Kansas under the direction of Dr. Karen Swisher, President.

For further information, contact Dr. Karen Swisher at, (785) 749-8404 HINU, 155 Indian Avenue, Lawrence, Kansas 66046 or email: karenswisher@bia.gov

Southwestern Indian Polytechnic Institute (SIPI) is located in Albuquerque, New Mexico under the direction of Dr. Carolyn Elgin, President.

For further information, contact Dr. Carolyn Elgin at (505) 346-2347/48, SIPI, 97613 Coors Road SW, PO Box 10146, Albuquerque, New Mexico 87184 or email: carolynelgin@bia.gov

HINU and SIPI President's report to the Deputy Director of School Operations.

Tribally Controlled Community Colleges

Bay Mills Community College	12214 West Lakeshore Drive	Brimley	MI	49715	906-248-3354	mmcleod@bmcc.org
Blackfeet Community College	PO Box 819	Browning	MT	59417	406-338-7755	
Cankdeska Cikana Community College	PO Box 269	Fort Totten	ND	58335	701-766-4077	
College of Menominee Nation	PO Box 1179	Keshena	WI	54135	715-799-4921	vfowler@menominee.edu
D Q University	PO Box 409	Davis	CA	95617	530-758-0470	motis@dqu.cc.ca.us
Dine College	PO Box 126	Tsaile	AZ	86556	520-724-6671	cmk@crystal.ncc.cc.nm.us
Dull Knife Memorial College	PO Box 98	Lame Deer	MT	59043	406-477-6215	rlbear@dkmc.cc.mt.us
Fond du Lac Tribal & Community College	2101 14th Street	Cloquet	MN	55720	218-879-0800	ljbriggs@ezigaa.fdl.cc.mn.us
Fort Belknap College	PO Box 159	Harlem	MT	59526	406-353-2607	cfalconchan@hotmail.com
Fort Berthold Community College	PO Box 490	New Town	ND	58763	701-627-4738	Idemaray@fbcc.bia.edu

Fort Peck CommunityCollege	PO Box 398	Poplar	MT	59255	406-768-5551	jimsh@fpcc.cc.mt.us
Lac Courte Oreilles Ojibwa Com College	R.R. 2, Box 2357	Hayward	WI	54843	715-634-4790	shouser@lco-college.edu
Leech Lake Tribal College	Route 3, Box 100	Cass Lake	MN	56633	218-335-2828	jmorrow@lltc.org
Little Big Horn College	PO Box 370	Crow Agency	MT	59022	406-638-3100	
Little Priest Tribal College	PO Box 270	Winnebago	NE	68071	402-878-2380	adownes@lptc.cc.ne.us
Nebraska Indian Community College	PO Box 428	Macy	NE	68071	402-837-5078	niccpresident@yahoo.com
Northwest Indian College	2522 Kwina Road	Bellingham	WA	98226	360-676-2772	tlewis@nwic.edu
Oglala Lakota College	PO Box 490	Kyle	SD	57752	605-455-2321	tshortbull@olc.edu
Salish Kootenai College	PO Box 1179	Pablo	MT	59855	406-675-4800	joe_mcdonald@skc.edu
Sinte Gleska University	PO Box 490	Rosebud	SD	57570	605-747-2263	
Sisseton Wahpeton Community College	PO Box 689	Sisseton	SD	57262	605-698-3966	elden@swcc.cc.sd.us
Si Tanka College	PO Box 220	Eagle Butte	SD	57625	605-964-6044	sitanka@sat.net
Sitting Bull College	1341 92nd Street	Fort Yates	ND	58538	701-854-3861	rsmcneil@aol.com
Stone Child College	Rocky Boy Rte, Box 1082	Box Elder	MT	59521	406-395-4313	steve@scc.rockyboy.org
Turtle Mountain Community College	PO Box 340	Belcourt	ND	58316	701-477-7862	cartym@aol.com

Branch of Administrative Services

The Branch of Administration conducts all the business affairs of the OIEP Central Office, Area/Agency/Region Offices and schools.

In 2000-01, approximately 5,000 Financial Distribution Documents were processed for OIEP programs.

In 2000-01, approximately 350 requisitions were prepared for Central Office programs.

In 2000-01, $ 492,229,670 in BIA appropriated funds were allocated to elementary and secondary schools, and 14 dormitories.

In 2000-01, $ 33,558,269 was allocated to schools for transporting day school students, and $ 834,971 for transporting residential students. Schools transporting students by air or bus received $ 1,705,223.

In 2001-00, 48,693 student enrollment forms were processed and officially counted for the distribution of ISEP funds.

For further information contact Dr. Joe Herrin at (202) 208-4555 or email: joeherrin@bia.gov

Division of Management Information Services

The Division of Management Information Systems (MIS) provides direct technical assistance and guidance to the Director, OIEP, Central Office, Line Offices, and Schools in the application of Information Technology to support the OIEP Mission, Goals and Initiatives. The MIS, through its Albuquerque, New Mexico Operations Staff and associated specialists from the United States Geological Survey and the General Services Administration provide direct support to OIEP personnel nationally. The MIS, through its Washington, DC's Central Office Division Chief, serves as a Deputy Chief Information Officer for the Bureau of Indian Affairs representing the unique educational requirements of the OIEP.

The MIS additionally administers the Indian Student Equalization Program (ISEP), which collects statistical student population data as required by public law. The MIS additionally trains personnel from all schools in the use of this system. MIS through it's telecommunications initiative to date has cabled, both locally and to the Internet all 187 schools.

The MIS is continually looking forward in technology trends to evaluate information systems and/or resources that can further support the OIEP mission as well as the Presidents commitment to leave no child behind.

For further information you may contact Stuart Ott, Division Chief on (202) 208-7111 or by email: stuartott@bia.gov

Division of Planning, Oversight and Evaluation

The Division of Planning, Oversight and Evaluation is responsible for budget formulation, strategic planning, data collection, research and evaluation of OIEP program operations. The Division ensures that tribal consultation is conducted on all proposals that would significantly impact education statues, policies, regulation, or procedures.

For further information you may contact Dr. James Martin at (202) 208-3478 or by email: jamesmartin@bia.gov

Branch of Planning

The Branch of Planning is responsible for the development of long-range educational planning and making recommendations for educational policy. The Branch advises the Director on priorities for OIEP based on analysis of data, national trends and emerging needs in Indian education.

During FY 1997, the OIEP drafted a five-year strategic plan, which contains long range strategic education goals and objectives. The passage of Pub. L. 103-62, the Government Performance and Results Act of 1993 (GPRA) requires all Federal agencies to establish long range goals for their programs and to formalize a strategic planning process.

The Branch of Planning initiates and conducts tribal consultation meetings systematically across Indian country. Input from tribes and schools have been gathered to impact the future direction and plans for OIEP.

Consultation Booklets which detail the items/topics consulted have been developed and are distributed to all agencies, area offices, tribal school boards, and BIA funded schools. Since 1991, consultation meetings have presented the following items/topics for tribal input:

Adult Education Regulations * IRG and Bilingual Program Clarification *JOM Higher Education Regulations * Waiver of Dormitory Standards * Academic Standards * Early Childhood Program Proposed Rule * Program Eligibility * Long Range Education Plan * Academic Standards to Strengthen Language and Culture * Student Tuition at Haskell and SIPI * ISEP Changes * Chapter 1 Formula * 1995 Education Budget Priorities * Alternative Methods of distributing Adult and Higher Education Funds * Advocacy for Public School Students * Amendments to Pub. L. 100-297 * Full Inclusion of Students with Disabilities * Space Guidelines *Americans with Disabilities Act * School Boundaries * Reauthorization of Elementary and Secondary Education Act Programs * Off Reservation Boarding Schools (ORBS) * Improved Accountability * Programs Available for American Indian/Alaska Native Students * Inclusion of ISEP and Tribally Controlled Community College Funds in Tribal Self-Governance Compacts * Pub. L. 101-301 "Miscellaneous Indian Law Amendments" Alaska Native Education * Exceptional Education * Alternative Funding Methods for Construction of Indian Schools * School Attendance Boundaries * Element 10 Formula National Performance Review Project *School Reform Initiatives * Charter Schools * Program Management Funding for Facilities * Transfer Facilities Construction Projection Management Funds from OFMC to OIEP*Form a Separate Rental Receipts Account in the Federal Finance System * "Open Season for All New Facilities Space Activities * Comprehensive Federal Indian Education Policy Draft * Indian Student Equalization Program.

In July 2001 the following topics will be discussed in different locations across Indian country:

1. School Construction
2. Tribal Consultations
3. Realignment of Education Specialist and Special Education Coordinators

Additional information concerning the status of consultation items and requests for Tribal Consultation Booklets should be directed Kenneth Whitehorn at (202) 208-4976 or fax (202) 273-0030 or email: kennethwhitehorn@bia.gov

Branch of Research and Policy Analysis

The Branch of Research and Policy Analysis is responsible for the design and implementation of surveys, studies, policy development and legislative reviews. Currently the Branch is assisting in providing data to Government Accounting Office (GAO) to complete the review/comparison of Department of Defense (DOD) schools with BIA funded mandated by Congress.

During 2001, the Branch will complete data entry and analysis of the data from the FY 2000-01 Annual Reports on School Reform from all BIA funded schools. The SY 2000-01 report will collect school level data needed to meet the requirement of Pub. L. 103-227, Goals 2000: Educate America Act, and will include school progress toward implementing the new content standards; student average daily attendance, dropouts, retention rates, and student achievement in grades 4, 8, and 12. This information is also used by the BIA in updating school report cards and maintaining a system wide database of vital school information useful for identifying problem areas, deficiencies, needs and for

Indian and Native education from local communities, tribal entities, state agencies and other Federal agencies.

This Branch collects and files relevant educational data and research material and therefore, also serves as a modest repository of selected studies and other material relative to Indian and Native education from local communities, tribal entities, state agencies and other Federal agencies. The data is also utilized to address the Government Performance Results Act (GPRA).

The Annual Education Report to the Congress as required under Pub. L. 95-561. This report, summarizing the status and accomplishments of all the programs funded by the BIA, is mailed to all schools, tribes and villages, area and agency offices and is available upon request.

The Branch serves as a point of coordination between and among OIEP Offices and the Office of Congressional and Legislative Affairs relative to the review, analysis, comment and amendments to Congressional legislation pertaining to education.

The Branch is responsible for tracking the financial auditing process conducted on BIA funded schools as required by OMB Circular A-128.

For further information about the Branch of Research and Policy Analysis, contact Dalton Henry on 202-208-5820 or email: daltonhenry@bia.gov

Division of School Support Services

The Division of School Support Services is responsible for national level coordination of the school facilities and safety programs with the Office of Facilities Management and Construction and with the Division of Safety and Risk Management.

For further information about the Division of School Support Services, contact Dr. Kenneth Ross or Dale Keel on 505-346-6544 or email: kennethross@bia.gov or dalekeel@bia.gov

Recognition Programs

Since 1986, OIEP has participated in the Blue Ribbon School Recognition Program. This is a national recognition program that identifies and recognizes those elementary, middle, and secondary schools both public and private that provide outstanding academic programs to students. **OIEP has had 8 schools receive national recognition as Blue Ribbon Schools.** The eight Blue Ribbon schools are: **Santa Fe Indian School, Dzilth-na-o-dith-hle School, Cherokee Elementary, Cherokee High School, Santa Clara Day, Sky City Community School, St. Stephens Indian School and Bug-O-Nay-Ge-Shig.**

In 2001, there were no BIA funded schools recognized.

OIEP has participated in national recognition of Chapter 1/Title 1 programs since 1986. **There have been 30 Bureau funded schools identified as implementing Exemplary/Distinguished School programs. In 2001, Gila Crossing Day School and Bahweting School were identified as implementing a Distinguished Title 1 Program.**

OIEP participates in the Presidential Academic Fitness Awards Program, which honors students from the fourth grade elementary, middle, and high school grade levels for attaining outstanding academic

achievement and/or improvement. Personalized certificates signed by the President are given to each qualified student at a special awards ceremony conducted at their school.

OIEP has recognized annually a Principal and Teacher of the Year. In 1994, OIEP expanded the recognition to include the Education Line Officers, and other outstanding individuals. **In SY 2001, Ms. Beverly Crawford of Chinle and Ft. Defiance Field Education Office was recognized as the OIEP Education Line Officer of the Year, Mitchell Vogt - High School Principal of the Year, -Frank Norstrum, Elementary Principal of the Year, Scott Buckles - Elementary Teacher of the Year, Candace Peltier - Early Childhood Teacher of the Year, Steve Furuseth - High School Teacher of the Year, Carmen Razo - Parent Educator of the Year, Sarah Bedoni, Counselor of the Year.**

OIEP Professional Development Programs

The National Indian School Board Association (NISBA) has contracted with the BIA to train school board members. Regional workshops are conducted annually with expenses paid for two members of a school board to attend. Teachers, administrators, students and parents also attend these workshops.

For further information, contact Ms. Carmen Taylor, NISBA Executive Director at (406) 883-3603

Training for Outdoor Adventure Based Counseling is available through the Eastern Navajo Agency's Mountain High Program located at Wingate High School in Ft. Wingate, NM. The training is given year round at no cost to the participant and is done using a ROPES course.

For further information about the Mountain High Program, contact John Blomquist at (505) 488-6440

OIEP sponsors school reform training and workshops at various locations based on need and the availability of funding. Teachers and administrators are provided technical assistance in ongoing educational reform efforts.

OIEP and Sandia and Los Alamos National Laboratories have collaborated to develop a telecommunications network whereby advice and training to teachers in new techniques of teaching math and science is provided on call. Schools need only to request to be connected to the network.

OIEP provides Family and Child Education (FACE) program training twice each year to new FACE staff and one FACE Advanced Spring Training for all FACE staff annually.

OIEP provides training to administrators and K-6 grade teachers in the implementation of the High/Scope Active Learning Approach.

OIEP provides ongoing Special Education capacity building training to 24 special education coordinators and education line officers to meet the education reform requirements of the Individuals With Disabilities Education Act Pub. L. 105-17 and improve achievement outcomes for all students.

Other Activities

OIEP has developed the Access Native America Network which was designated a National Performance Review Reinvention Laboratory by Vice-President Al Gore. The Access Native America Network is composed of EDNET, Education Management, Education Applications and ENAN2. The following four American Indian Technology Conferences were co-sponsored by OIEP:

The following four American Indian Technology Conferences were co-sponsored by OIEP:

1 - 1998, Chief Leschi School in Tacoma, Washington
2 - 1999, Sherman Indian High School, Riverside, California
3 - 2000, Nay Shing Ah in Milliacs, Minnesota
4 - 2001, Choctaw Tribal Schools, Philadelphia, Mississippi

For further information contact Peter Camp at (505) 248-7532 or by email petercamp@bia.gov

OIEP participates in the National Indian Education Association Conference held annually.

OIEP has an Exceptional Education Advisory Committee composed of 20 members who are appointed by the Secretary of Interior. This committee assists in discovering the unmet needs of disabled students in BIA funded schools.

OIEP coordinates with BIA Divisions of Social Services, Child Protection, and Law Enforcement in child abuse cases. Coordination efforts may also include liaison work with the U.S. Department of Justice.

OIEP with technical assistance and training from the Center for Disease Control and the Indian Health Service implemented the 2000 High School and Middle School Youth Risk Behavior Survey (YRBS). Students in grades 6-8 took the Middle School YRBS and students in grades 9-12 took the High School YRBS. The YRBS is conducted nationally every two years in 100 selected public high schools. The YRBS identifies and measures the following six risk behaviors: Unintentional and Intentional Injury; Tobacco Use; Alcohol and Other Drug Use; Sexual Behaviors; Dietary Behaviors and Physical Activity. It should be noted that participation is voluntary.

A 1994 and 1997 BIA YRBS Summary Report is available upon request. A 2000 YRBS Summary Report is available upon request.

Contact Lana Shaughnessy, Special Assistant on 202 208-3601 to request a YRBS Summary Report.

OIEP participates annually in the National Center for Family Literacy Conference held in Louisville, KY.

OIEP Teaching Opportunities

The OIEP Personnel office provides information regarding teaching positions within BIA funded schools. A list of current vacant staff positions in BIA funded schools. This list is updated regularly and available upon request and at the following website: www.oiephr.bia.edu or www.usajobs.opm.gov.

The first Indian Education Teacher Recruitment Week was held on April 16-19, 2001 in Santa Fe, New Mexico.

For further information, contact our OIEP Personnel Office at the following address: 201 Third Street, Suite 310, Albuquerque, New Mexico 87102 or by telephone (505) 346-6503/6800.

Memoranda of Agreement (MOA) Affecting BIA Schools

The Bureau of Indian Affairs (BIA) and Indian Health Service (IHS) have entered into two MOAs. One is for the purpose of providing health promotion and disease prevention activities. This MOA was amended in November, 1992 to assist efforts of both agencies to address the continuum of prevention and treatment services for those affected by the health and social problems of alcohol and substance abuse.

The BIA and the Centers For Disease Control have entered into an MOA to provide HIV/AIDS Prevention Education. In 1998, OIEP completed the Circle of Life Curriculum developed by the IHS, which was designed to be culturally appropriate for Indian students in grades K-6. During 1998-1999, 34 schools participated in Circle of Life Training, which is conducted on site. Five-hundred twenty-five school personnel, of which 300 were K-6 classroom teachers have taken the training. Only schools who participate in the training receive the curriculum which includes posters and storybooks.

The BIA and the U.S. Department of Education have entered into a MOA for the purposes of consolidating programs authorized under the Improving America's Schools Act (IASA) of 1994. Specifically identified are programs developed under Title I, Title II, Title IV, and Title IX of the IASA.

The BIA and Haskell Indian Nations University have entered into a MOA for the purpose of providing training to BIA Tribal/Residential staff. The intent is to provide an AA degree to BIA funded school employees in residential living programs to improve the skill level of the residential staff and services to Native American students.

U.S. Department of the Interior
Bureau of Indian Affairs
Office of Indian Education Programs
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